Keynote Address
Digital Citizenship for the 21ˢᵗ Century

Michael Ribble - Kansas State University

2005 Annual Security Conference
Digital Citizenship - Utah at Risk

March 7 - 8, 2005

Utah!
Where ideas connect™

uen
UTAH EDUCATION NETWORK
WWW.UEN.ORG

UTAH STATE
OFFICE OF
EDUCATION

ITS Customer
Driven
Technology
Information Technology Services

Digital Citizenship in the 21st Century

Mike Ribble (mribble@ksu.edu)
http://coe.ksu.edu/digitalcitizenship

Digital Citizenship Questions:

How prevalent is the misuse and abuse of technology in society?
But is abuse and/or misuse of technology seen as a problem?

Theme questions:

1) Could these issues be problems in my school/office/community?
2) What other issues can you think of that would fall into these categories?
3) How would we inform users of these issues?

Suggested Steps for Technology Leaders:

Step #1: Have your technology leadership team discuss the following questions after they have completed the Digital Citizenship Audit:

1. Is there a significant problem?
2. If it is a significant problem, how aware are teachers, students, board members, and community members?

Step #2: Engage stakeholders in a discussion of your audit findings and extend the discussion to include the following questions:

1. How do I use technology?
2. How does my technology behavior impact others?
3. What courtesy do I extend to others when I am using technology?
4. When using technology, does my behavior infringe on the rights of others?
5. How do I/we use technology to learn new ideas?
6. Do I act responsible when using technology?
7. Do I act in a way to keep myself safe when using technology?

Step #3: Design a Digital Citizenship Program in your school (or district) that deals with the appropriate technology behavior. Have your technology leadership team focus on following questions as they design the program:

1. With regard to technology use how does our emphasis on "rules and regulations" compare with our emphasis on "education of our stakeholders?"
2. Where should digital citizenship be taught in our curriculum?
3. Who should teach digital citizenship?
4. What kinds of staff development opportunities do we need to provide for administrators, teachers, staff and stakeholders as a prerequisite to effectively implement a digital citizenship program?

Step #4 - Evaluate if being successful in creating awareness with faculty/staff, students and parents.

Begin cycle again, discuss if successful and what you could do different:

The Solar System of Digital Citizenship

Copyright Ribble/Bailey 2005

http://coe.ksu.edu/digitalcitizenship
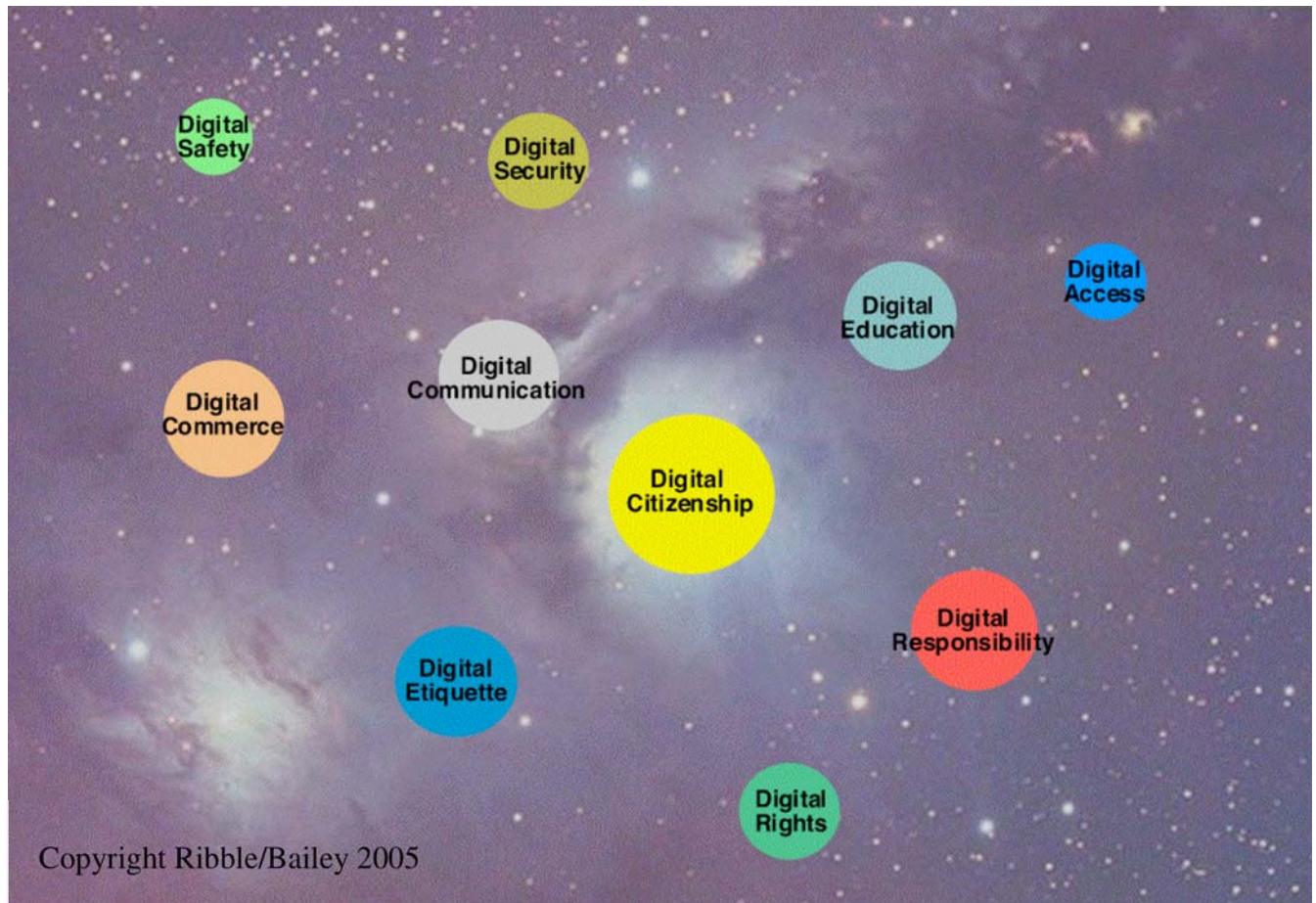
Digital Citizenship *can be defined as the norms of behavior with regard to technology use.*

Digital Etiquette: *electronic standards of conduct or protocol.*
Digital Communication*: electronic exchange of information.*
Digital Education: *process of teaching and learning about technology and the use of technology.*
Digital Access: *full electronic participation in society regardless of gender, race, age, ethnicity, and physical or mental challenges.*
Digital Commerce: *electronic buying and selling of goods.*
Digital Responsibility*: electronic responsibility for actions and deeds which is either ethical or unethical.*
Digital Rights: *those freedoms extended to every student, administrator, teacher, parent or community member.*
Digital Safety: *free from digital danger and guaranteed digital physical well being.*
Digital Security (self-protection): *taking necessary precautions to guarantee electronic digital safety.*

Digital School Issues vs Non-digital School Issues

Digital citizenship can be defined as the norms of behavior with regard to technology use.

Instructions: Considering the issues faced by administrators and staff, which of the following are considered to be important or unimportant. Rank from 1 to 10 (1 being the most important and 10 being the least). First complete Digital Issues, then Non-Digital Issues.

Digital Issues

___ A. Hacking into school servers

___ B. Using Instant Messaging during class

___ C. Playing games on laptops or PDA's during class

___ D. Using cellular phones during class time

___ E. Accessing pornographic websites on
       campus

___ F. Failing to find information on the internet for class assignments

___ G. Using websites or e-mail to intimidate or threaten students

___ H. Downloading illegal music files from the internet

____ I. Plagiarizing information by using the Internet (e.g., online paper mills)

Non-digital Issues

___ A. Stealing school property (Theft)

___ B. Vandalizing school property (e.g., spraying paint on the building)

___ C. Using drugs/alcohol on campus

___ D. Skipping school (e.g., Absenteeism)

___ E. Bringing weapon to school

___ F. Hazing (e.g., older student bullying younger student in the hall)

___ G. Skipping classes

___ H. Cheating on assignments/tests

___ I. Fighting on school property

Ranking Digital School Issues vs Non-digital School Issues

Instructions: Considering the issues faced by administrators and staff, which of the following are considered to be important or unimportant. Rank from 1 to 5 (5 being Extremely Important and 1 being Extremely Unimportant).

Issue	Extremely Important	Somewhat Important	Neither Important or Unimportant	Somewhat Unimportant	Extremely Unimportant
Using drugs/alcohol on campus	5	4	3	2	1
Hacking into school servers	5	4	3	2	1
Fighting on school property	5	4	3	2	1
Using Instant Messaging during class	5	4	3	2	1
Stealing school property (Theft)	5	4	3	2	1
Playing games on laptops or PDA's during class	5	4	3	2	1
Vandalizing school property	5	4	3	2	1
Using cellular phones during class time	5	4	3	2	1
Skipping school (e.g., Absenteeism)	5	4	3	2	1
Accessing pornographic websites on Campus	5	4	3	2	1
Hazing (e.g., older student bullying younger student in the hall)	5	4	3	2	1
Failing to find information on the internet for class projects	5	4	3	2	1
Cheating on assignments/tests	5	4	3	2	1
Using websites or e-mail to intimidate or threaten students	5	4	3	2	1
Bringing weapon to school	5	4	3	2	1
Downloading illegal music files from the internet	5	4	3	2	1
Skipping classes	5	4	3	2	1
Plagiarizing information by using the Internet (e.g., online paper mills)	5	4	3	2	1

Digital Citizenship

Digital citizenship *can be defined as the norms of behavior with regard to technology use*

Instructions: Match the examples of inappropriate use with the theme in Digital Citizenship.

1) ___ Sending an e-mail containing sensitive information.

2) ___ Talking loudly on a cell phone in a public place.

3) ___ Taking courses over the web.

4) ___ Having up-to-date virus protection, firewalls and surge (or battery) protection.

5) ___ Encouraging/discouraging groups from using technology.

6) ___ Being able to understand search methods to get "the best deals" online.

7) ___ Using ergonomic chairs, desks, etc. to minimize physical harm.

8) ___ Downloading illegally obtained material from the web (e.g., music from sites like Kazaa).

9) ___ Protecting what you have created from being taken by others.

A. Digital Etiquette
B. Digital Communication
C. Digital Education
D. Digital Access
E. Digital Commerce
F. Digital Responsibility
G. Digital Rights
H. Digital Safety
I. Digital Security (self-protection).

1) _B_ Sending an e-mail containing sensitive information.

2) _A_ Talking loudly on a cell phone in a public place.

3) _C_ Taking courses over the web.

4) _I_ Having up-to-date virus protection, firewalls and surge (or battery) protection.

5) _D_ Encouraging/discouraging groups from using technology.

6) _E_ Being able to understand search methods to get "the best deals" online.

7) _H_ Using ergonomic chairs, desks, etc. to minimize physical harm.

8) _F_ Downloading illegally obtained material from the web (e.g., music from sites like Kazaa).

9) _G_ Protecting what you have created from being taken by others.

A. Digital Etiquette
B. Digital Communication
C. Digital Education
D. Digital Access
E. Digital Commerce
F. Digital Responsibility
G. Digital Rights
H. Digital Safety
I. Digital Security (self-protection).

Holistic Score: The holistic score provides a general level of online computing usage and understanding. Look at your holistic score and the description of that score below.

0-3 This score shows minimal understanding of the themes in digital citizenship. You need to look at the digital
 technologies as well as their impact on society.

4-7 This score shows basic understanding of digital citizenship. While having some knowledge
 of the concepts more investigation is needed.

 8-10 This score shows a substantial knowledge of digital citizenship. You know and understand digital technology
 and how it relates to the larger society.